

THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

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THE SCHOOL FRIEND.

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This paper will be sent, FREE OF CHARGE, to every teacher, school officer, or clergyman, in the West or South, who wishes it.

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Postmasters, and others friendly to the cause of Education, are respectfully invited to forward us the names of Teachers, School-officers and Clergymen, who reside in their vicinity. Care should be taken to write legibly the person's name, post office, county and state, to which each paper should be sent.

Many are under the ERRONEOUS impression that we will send this paper to ALL whose names are sent us, whether they are the persons designated above or not.

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For the School Friend. EDUCATION.---NO. XIII.

Intellectual Education.

READING.

We return, from a temporary interruption, to the subject of READING, as a school exercise. In our previous remarks upon this topic, we have considered the *practical mode of teaching* the art of Reading, and have commenced the examination of the *collateral branches* which may be profitably studied in connection with it. Among these, we have taken up the following subjects: 1. *Spelling*; 2. *Definitions*; 3. *Grammatical Construction*, and have finished the few remarks on those topics we have space to offer in this journal. We will now proceed, very briefly, to suggest some thoughts on a 4th collateral branch upon which information may be gained in connection with practice in reading.

4th, Composition. We shall reserve for some other time what we may wish to say upon the general subject. We desire now only to call attention to the aid that may be obtained in this study from the reading lesson. It will be necessary to observe, however, that the power of thinking correctly and lucidly, a knowledge of the meaning of words, and judgment in their choice and collocation, are the three principal requisites in a good writer. The last two qualifications, including a knowledge of language, are those, chiefly, the acquisition of which may be greatly aided by a judicious improvement of the reading exercise. The question, how this may be done, we design now to answer.

It will, at once, be perceived that one of the requisites in a writer, a knowledge of the meaning of words, is, also, necessary for the reader. We have already enlarged upon the absolute necessity that the reader should fully understand the force of every word in a reading lesson, before he attempts to read. By this process, he is also laying up a store which will supply him for his task in composition. But, more particularly, the student in composition may derive benefit from his reading exercise:

1st. By viewing it here, as was mentioned under the head of Grammatical Construction, as a *model of style*. In every Reading Book, properly compiled, many different styles of writing are represented, and the most perfect of the kind are found there. There is no branch of study in which the assistance of proper models is so much needed as in composition. If the pupil has learned to think, his great remaining want is, words,

and skill to arrange them effectively; and as we learn most things, more or less, by imitation, here, especially, is this an important aid. A daily examination of the best models of each particular style in his reading exercise, will not only present to the learner a correct standard, but will, unconsciously to himself, impress its image upon his mind and imagination, and he will, in some degree, involuntarily imitate it, just as the child imitates the manner and language of his parents and his intimate associates. Some most eminent writers have formed their style wholly in this way. Franklin recommends, that the writings of some author be selected, and his style imitated, until the pupil has acquired perfect freedom in its use, and that, then, another author should be, in the same way, made a model. Modern Reading Books afford so much variety and so good specimens of style, that the pupil *must* learn something, and by a little attention to this point, *can* easily learn much upon the subject of composition.

2d. The reading lesson may, occasionally, be made the basis of direct instruction in composition. The manner in which this may be accomplished, as it must vary under different circumstances and in different states of advancement, can be best determined by the ingenuity and experiments of the teacher. He must bear in mind, however, that the knowledge to be derived from this kind of practice refers chiefly to the *choice of words*, and their mutual arrangement. For the sake of illustration, we will give one or two specimens of the manner in which exercise of this kind may be connected with the reading lesson. Let us suppose that the specific object of the exercise is, practice upon the appropriate use of words. Let us take, for example, the following sentence from the 11th Lesson in McGuffey's Eclectic 4th Reader, page 67: "Alas!" exclaimed a silver-headed sage, "how narrow is the utmost extent of human science! how circumscribed the sphere of intellectual exertion!" Let the pupil be required to change, in some slight degree, the words of this sentence, yet so as not materially to vary the idea. The following sentence will be given by different pupils in an off-hand way, each learning something by his own effort, and receiving, also, information from his companions: "Alas!" cried a hoary-headed sage, "how limited is the greatest extent of man's knowledge! how confined the sphere of mental effort!" "Alas!" sighed a white-headed old man, "how contracted the furthest limit of human knowledge! how small the power of the human mind!" Or a single word may be selected, and the ingenuity and knowledge of each

member of a class may be tasked by being required to substitute some other word for it. Thus in the sentence: "How narrow is the utmost extent of human science!" the pupils may be required to substitute some other word for "narrow." They will severally select, *limited, contracted, confined, restricted, small, &c.*, some of them appropriate, and some not so, but, in each effort, extending their own knowledge and that of their class-mates on the subject. Some English Reading Books have lately been published, containing, in some of the lessons, ellipses of certain words, that the space may be filled by the pupil in exercises of the kind we have referred to. One work of this kind has also appeared in this country, (*The Hemans Young Ladies' Reader*), intended for female schools. In this, several lessons are given with vacant spaces to be filled up with such words as will be appropriate, and a guide is thus presented to the teacher, which he can follow as far, and with such qualification or change as may suit his circumstances.

Let us suppose, again, that the object of the exercise is, practice in the collocation of words. Let a class take the following sentence, from 'McGuffey's Rhetorical Guide,' (which is the 5th Reader of the Eclectic Series,) page 72, at the top: 'With trembling hands and faltering steps, he departed from his mansion of sorrow.' Let them be required to vary the order of phrases, somewhat in the following way: 'He departed from his mansion of sorrow, with trembling hands and faltering steps.' 'From his mansion of sorrow he departed, with faltering steps and trembling hands.' 'From his mansion of sorrow, with trembling hands and faltering steps, he departed.' Variety in such sentence, is almost infinite, and by experiment the pupil will soon perceive which is the most forcible, and expressive, and elegant arrangement.

The preceding examples are specimens merely of the many different ways in which the reading exercise may be made subservient to practice in composition. Let not the teacher forget, however, that no exercise of any kind should interfere with the more appropriate object of the reading lesson. All others are but *secondary, collateral*, and must be laid aside whenever there is danger of diverting attention from the main object. Still, much may be accomplished, in a way to increase interest in the primary exercise, and, at the same time, improve, in passing, opportunities for other purposes, which once lost, would be lost forever.

P.

Labor.

No one can be healthy or happy without labor of some kind, bodily or mental, and no one has a right to a lease of this fair earth for threescore years and ten, unless he pays his rent, and a fair equivalent, too, and one reason why so many are ejected before the time, is, that they, or their ancestors, have neglected to comply with this great condition.

The Chamber of Mystery.

An architect at Vienna, having occasion to visit the country-house of a nobleman of that city, accepted the hospitable invitation he received, and determined to remain as a guest for several days. The first day was passed in business, and he retired to bed somewhat exhausted, but his thoughts still occupied with the improvements in the house that were contemplated. He could see, however, that the room allotted to him was handsome and commodious, though not large; and at length he suffered his head to sink upon the pillow, with the sigh of satisfaction with which we take leave of the world for the night,

"And draw around a wearied breast
The curtain of repose."

But when he was just sinking to rest, an uneasy sensation, he knew not of what nature, stole over him. He persuaded himself that the air was close—that he perceived a faint smell; and he lay for some time considering whether he was not suffering from fever. The question was speedily answered, for the bed began to move. Presently it was near the window—so near, that he could look out, could see the trees in the garden below, and could observe the outline of a summer-house, which had attracted his attention by its classical proportions in the forenoon. He was of course surprised, nay, terrified; but when he stretched towards the window in order to ascertain that all was real, the scene grew dimmer and dimmer, and at length disappeared. And no wonder: for the bed was receding to its old position—and did not stop there. He was presently at the door. He might have touched the panels with his hand. He felt his breath come back, and the air grow more confined. He would have got up to ring for assistance, but persuaded himself that he was too weak, and would fall down before reaching the bell.

The bed again moved; and this time it took up its position in the very middle of the fire-place. This was sheer frenzy of fever, for the fire-place was of course not a fourth part the size of the bed itself. Yet he saw distinctly the walls of the chimney surrounding him; and he even felt that one of the feet of the bed rested upon a dog-iron, so as to disturb its level. But he had no time for minute observation; for presently the bed, emerging from the chimney, began to rise with slow undulations towards the roof; and there it continued to swing, as he imagined, for hours together, till his alarm sank gradually into lassitude, and he fell into a deep though short and unrefreshing slumber.

The next morning the visitor appeared at the breakfast-table, pale, wearied, and dispirited. He was not well. What was the matter? What could be done for him? "Nothing," he replied to all their interrogatories. He had not slept; but the air would revive him. He would take healthful exercise during the day, and that would be better than medicine. It turned out as he ex-

pected. He recovered his spirits; he was delighted with his hosts, and they with him; and he was thankful that he had been prevented by shame from mentioning the absurd fancies by which he had been beset during the night. At the usual hour, he retired again to bed, comfortable in mind and body, but feeling the want of sleep, and looking forward gratefully, by anticipation, to at least eight hours of sound repose.

He did not enjoy one. The same fever, the same fancies, the same inexplicable movements of the bed—these were his portion during the night; and in the morning, the same dead eyes, the same colorless cheeks, the same listless attitudes, betrayed to his sympathising friends that he had passed another wakeful and wretched night. But he still preserved silence as to the details. He was thoroughly ashamed of his absurdity. The impressions of the first night had doubtless remained to scare him on the second. He had gone to bed, thinking of his former sufferings, and they had been renewed in his imagination. In this way he accounted for the continued illusions that had perplexed him; and he determined, at a third trial, to grapple with them manfully, and compel repose by the aid of reason.

All was unavailing; and on the third morning his entertainer, alarmed by his ghastly looks, determined to bring him to explanation.

"You can no longer conceal it," said he; "you have found something disagreeable in the room; and I reproach myself with having allowed you to be put into an apartment which certainly bears a bad name in the house."

"What do you mean by a bad name?" asked the guest.

"I mean that it is famous for its sleepless lodgers, for its waking dreams—and worse than that. There is not a servant in the house who would enter it alone after nightfall for a year's wages."

"That is all very well for the servants; but I know you laugh at these ignorant fancies; and you know me too well to suppose that I would treat them otherwise than with pity and contempt. Tell me at once what you believe; but first listen to a narrative of my adventures;" and the guest related to his host, at full length, the story of his three ill-omened nights.

"I cannot tell you what I believe," replied the latter, after musing for some time; "for, in point of fact, I do not know what to believe; but your experience tallies strangely with what I have heard on the subject before, from more than one of my friends. I am more perplexed than ever." It was agreed, however, on the proposal of the architect, that a minute examination of the premises should immediately take place, and the whole family proceeded in a body to the chamber of mystery.

The first thing that struck the examiner was, that the chimney was choked up with rubbish, so that no current of air could take place through a channel on which so much depends. Proceeding

to the window, he found it heavy and massive, and so completely bedded, that no force could raise it. It appeared, on inquiry, that this was its original defect; that the servants had at length given up all attempts to move it; and that the wood work had swollen so much, through the effects of damp, that the whole window, so far as the access of the external air was concerned, was merely a prolongation of the wall. The door was in like manner found to be singularly heavy and close-fitting; and, in addition, it was constructed so as to shut spontaneously the moment the person who entered removed his hand. In fact, the room, however elegant its appearance and furniture, was contrived throughout in the most elaborate manner, so as to be as unwholesome as possible. Still this did not account for the illusions with which it was haunted, and the architect ascended to the external roof of the house.

Here he found that the apartment in question was covered by a massive work of tiles, wood, and lime, so as to leave a small garret, into which there was no opening either by door or window. This, in its connection with the other circumstances we have described, proved to be the solution of the mystery; for the mephytic gas engendered in the garret, penetrating through the mouldy wood work of the antique ceiling, into a place whence it found no egress, and where it could mingle only with foul air, was in reality the nocturnal specter which haunted the room. The effect of this gas upon the brain, in exciting a temporary delirium, is well known; and, in the present instance, the result of what was done to remedy the evil left no doubt.

The door and window were opened, the chimney was cleared, and two openings were made in the roof. During the last mentioned operation, it is worthy of note, that when the tools of the workmen penetrated for the first time into the garret, the mephytic vapor which escaped had such an effect upon one of them, that he must have fallen from the roof had he not been caught hold of by his comrades. After the alterations were made, the architect retired to bed for the fourth time, and enjoyed an excellent sleep, together with a great part of the arrears of the three preceding nights. From that moment the room lost its reputation as a Chamber of Mystery.

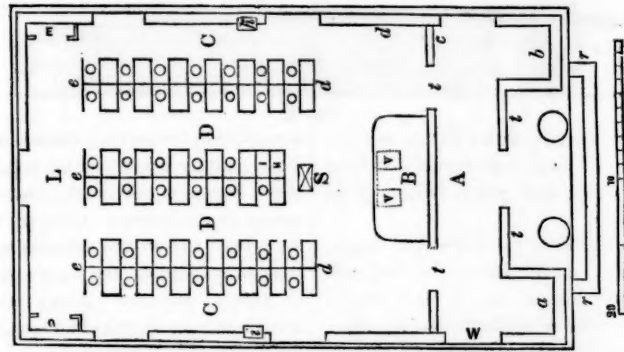
MORAL.—*Ventilate your bed-rooms.*—Anon.

Punctuation.

The want of a comma in a sentence often so confuses the reading, that it is impossible to make out what is meant by the author. We give the following as an example:

Every lady in the land
Has twenty nails on each hand,
Five and twenty on hands and feet
This is true without deceit.

The above appears rather puzzling, but by placing a comma after the words *nails, five, and feet*, and omitting it after *hand*, the author's rhyme will at once be intelligible.



School-House Architecture. No. 5.
Plans, &c., of a School-house in Washington District, Hartford, Ct.

This house is calculated to accommodate at least one hundred children, divided into a lower and upper department. For the present, the basement is not fitted up, and the upper room is arranged for a school of at least sixty pupils, of the ordinary school age, and is recommended for country districts of that number of children.

The building stands back 24 feet from the highway, on a dry, pleasant site, and at a distance from any other building. The lot includes a quarter of an acre, and is divided in the rear into two yards, one for the boys, and the other for the girls.

It is built of brick, with some reference to the laws of good taste, as well as comfort and convenience. The wood work of the interior is painted to resemble oak.

The exterior dimensions are 40 by 26 feet. The recess occupied by the columns is 4 by 8 feet; entry or lobby, (Fig. 1, A,) is 8 feet wide; the upper school-room is 30 by 25 feet, and 14 high in the clear; the space in front of the desk is 8 feet 6 inches wide; the side aisles, (C C) are 3 feet wide; the space in the rear, (F) 4 feet wide, and the aisles between the desks, (D D) each 2 feet 7 inches; each range of desks is 18 feet long by 4 feet wide.

The entrance is in front into a lobby, (A) one side of which (a) is appropriated to the girls and the other (b) to the boys, and each side is fitted up with shelves, (a a) and hooks for hats, and outer garments. Scrapers, (r r) mats, (t t) and a shelf, (c) for pail, wash basin, towel, drinking cup, &c., are provided for the comfort and convenience of the children, and to enable the teacher to enforce habits of neatness, order and propriety.

There are three windows on the north, and three on the south side, each with 32 lights of 12 by 8 inch glass. The windows are inserted nearly 4 feet from the floor, are hung, (both upper and lower sash,) with weights, and provided with Venetian blinds.

There is an opening near the floor, and another near the top of the room, into a flue, (i) which leads into the open air. These openings can be enlarged, diminished, or entirely closed,

at the discretion of the teacher. The windows can also be conveniently lowered or raised, both at the top and the bottom.

The room is warmed by a close wood stove, (S) the pipe from which is carried ten feet above the heads of the children into the smoke flue (h). The heat is regulated by a thermometer.

There are three ranges of seats and desks, capable of accommodating, when completed, 18 scholars each. In the first range the back seat is 18 inches high, and the desk, (the front edge,) 29 inches from the floor, and the front seat 11 inches, and the corresponding desk, 23 inches; in the second, the same proportion is observed, except that the whole range is 1 inch lower, and the third, one inch lower than the second; i. e. the back seat of the third range is 16 inches, and the corresponding desk 27 inches, and the front seat 9 inches, and the desk 21 inches from the floor. Each scholar is provided with a chair, (Fig. 2) detached from the desk behind, and fas-

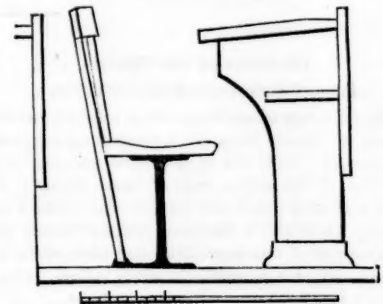


Fig. 2.

tened to the floor by an iron pedestal. Each range of desks is divided by a partition extending from the floor to four inches above the surface of the desk. This partition, to which the desks are attached, gives great firmness to each, and at the same time separates the scholars from each other, and economizes room. Each desk is two feet long, (it should be 2 feet 6 inches,) and from 13 to 18 inches wide, with a shelf beneath for books. The upper surface of the desk, except 3 inches of the most distant portion, slopes 1 inch in a foot. Along the edge of the slope and the level portion, is a groove, to prevent pens and pencils from rolling off, and in the level part an opening, (b) to receive a slate, (and there should have been an-

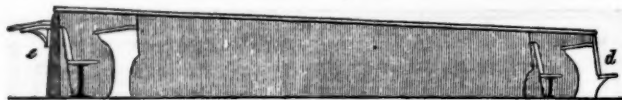


Fig. 3.

other, (c) for the inkstand, with a butt or metallic lid to close over it. Each desk should also have a sponge, pen wiper, and pencil holder, (a tin tube,) attached to it.

To accommodate six of the oldest and largest scholars in winter, a desk like a table leaf, will be attached to the highest end of each range, (Fig. I, 3, e e e,) and to accommodate the same number of the smallest in summer, sand desks can be placed at the lowest end. The smaller children will ultimately be accommodated in the lower room.

The platform, (B) for the teacher, occupies the space between the doors which open into the school-room, and is 9 feet long, 4 feet 6 inches wide, and 9 inches high. On it is a desk, (Fig. 1) 4 feet long by 2 feet wide, supported by two (v v) hollow pedestals, which will accommodate the book, &c., of the teacher. The lid of the desk is a slope, but can be supported by slides in the box of the desk so as to be level. From the platform the teacher can conduct the instruction of his classes, arranged around it, or on either side, or in the area, (L) in the rear of the school, and at the same time have the rest of the school under his supervision.

Each desk is furnished with a slate of the best quality, and made strong by a band of iron over the corners fastened with screws. Behind the teacher, and in full view of the whole school, and

accessible to the reciting classes, is a black-board 9 feet long by 4 feet 6 inches wide, with a trough at the bottom to receive the chalk or crayon, a sponge or soft leather. Over the black-board are the printed and written alphabet, arithmetical and geometrical figures, the pauses, &c., for copying or general exercise. Along the edge of the black-board, the length of an inch, foot, yard, &c., are designated. Over the teacher's platform, on the ceiling, the cardinal points of the compass are to be painted. In a case, (G) 4 feet wide, 15 inches deep, and 7 feet high, in the rear of the room, there is a terrestrial and celestial globe, an orrery, a set of geometrical solids, a set of alphabetical and drawing cards, arithmetical blocks, and a numerical frame, a model to illustrate cube root, a set of outline maps and historical charts, a movable stand to support maps, diagrams, movable black-boards, &c. On the western wall, on each side of the window, are the eastern and western hemispheres, each six feet in diameter. There are also maps of Connecticut, Massachusetts, and the United States, and Catherwood's plan of Jerusalem, together with maps illustrative of the history of the bible. An eight-day clock is also provided.

The library case, (E) is of the same size as the apparatus closet, and contains already nearly 400 volumes.

Statistics of the Future.

Prospective population of the United States.

The following calculations, taken from an article in Hunt's Merchants' Magazine, have startling and powerful interest. What will be the moral and intellectual condition of this mighty mass of human beings? Let every instructor reflect that the efforts he or she is now making, are to have a direct and important bearing upon the condition of this population; that these efforts will not only bless the generation in which he lives, but may be the means of blessing millions yet unborn.

In 1830 the United States had a population of 17,068,666. Allowing its future increase to be at the rate of $33\frac{1}{3}$ per cent., for each succeeding period of ten years, we number, in 1940, 308,101,551. Past experience warrants us to expect this increase. In 1790 our number was 3,927,327. Supposing it to have increased each decade in the ratio of $33\frac{1}{3}$ per cent., it would in 1840 have amounted to 16,639,250; being more than a half million less than our actual number as shown by the census. With 390,000,000 we should have less than 150 to the square mile of our territory, and 220 to the square mile of our organised states and territories. England has 800 to the square mile. It does not then seem probable that our progressive increase will be materially checked

within the one hundred years under consideration.

At the end of that period, Canada will probably number at least 20,000,000. If we suppose the portion of our country east and west of the Appalachian chain of mountains, known as the Atlantic slope, to possess at that time 40,000,000, or near five times its present number, there will be left 260,000,000, for the great central region between the Appalachian and the Rocky Mountains, and between the Gulf of Mexico and Canada, and for the country west of the Rocky Mountains. Allowing the Oregon Territory 10,000,000, there will be left 150,000,000 for that portion of the American States lying in the basins of the Mobile, Mississippi, and St. Lawrence. If to these we add 20,000,000 for Canada, we have 270,000,000 as the probable number that will inhabit the North American Valley at the end of one hundred years, commencing in 1840. If we suppose one-third, or 90,000,000 of this number to reside in the country as cultivators and artisans, there will be 180,000,000 left for the towns, enough to people 360, each containing half a million. This does not seem as incredible as that the valley of the Nile, scarcely twelve miles broad, should have once, as historians tell us, contained 20,000 cities.

Virtue and Knowledge better than Wealth.

It is not possible for a nation, whose people are not intelligent and virtuous, to secure permanent prosperity. Without these, wealth will be a curse and not a blessing. All history proves this, without one example to the contrary. It is as impossible to preserve true national prosperity without intelligence and virtue, as it is to overturn the laws of nature. Wealth, when it is employed for noble ends, is a blessing; but when otherwise employed, it inevitably fosters all the vices which deteriorate, and finally overthrow a people. The pursuit of wealth as an end, is not the pursuit of true happiness. When it is sought as a means of usefulness, its acquisition is a source of rational pleasure; and it is not only right that we should seek it for this purpose, but it is our duty.

Any system of education, therefore, which does not early impress upon the young mind a deep sense of the value of time, and the importance of industry and economy, in order to secure the means of moral and intellectual improvement, is either misdirected or sadly deficient. When the great discoverer of this hemisphere first landed on these western shores, one, and we may say the first object of his pursuit, was GOLD; and those who followed him to this new world were impelled by the same motive. There inquiry was, "where can we find gold?" They had the desire of their heart; gold was found in abundance; and what has been the result? Let the history and present condition of all the Spanish and Portuguese colonies in America answer the question. Having started in the pursuit of gold as an end, and having pursued it as such, in utter disregard of intellectual and moral culture, they have sunk to a point of degradation, from which it seems impossible for any human power to raise them. We have no discovered mines of gold or silver, but we have facilities of wealth far better than either, which, if we are wise, we shall employ in cultivating and improving the last and noblest of all the Creator's works on earth. We shall then build up a people that shall neither be blotted out nor trodden down.—*Extract from the Report of the Committee on Education to the Legislature of Indiana, Jan. 25th, 1848.*

Queer Description.

A certain editor says, "A violent gale has just passed over us, and nearly destroyed one half of our beautiful village, and turned a great number of our inhabitants homeless and houseless into the streets—many of our old garrets were filled to suffocation by people with their gable ends out."—*Ex. Paper.*

The above description of a gale, is a mate to the description of the city of Albany, which we remember to have seen in an old Gazetteer, in which it was stated, that a number of Dutch houses, and a certain number of inhabitants, were all standing with their gable ends to the street.

For the School Friend.

The Art of Reading.

Having shown what the *science* of reading is, I will next make a few observations respecting the *art*. And what do I mean by the *art*? The *art* of reading, is simply, yielding *perfect obedience* to the principles which I have enunciated. These principles, elements, facts, or truths, constitute the theory, the science, of reading.

As no person can give an exhibition of the *art* of reading, without yielding perfect obedience to the principles, and as he cannot yield perfect obedience, without a thorough knowledge of the principles; it follows most conclusively, that the first thing the learner has to do, is to acquire this knowledge. The result of yielding *imperfect* obedience to the principles, is *not* an exhibition of the art. You may call it an attempt, an effort, if you choose.

I recommend to every teacher, who teaches reading, to copy my enunciation of the principles, and paste up the sheet in his school room, where his pupils can easily read it. When a class is called up to read, call its attention to the first principle. Read the enunciation of it, and then yield perfect obedience to it yourself. Talk about it, explain it, give several violations of it, and be particular to *show* the *foundation* of it. Then let the class yield obedience to it. Proceed in the same manner with all the others. I am well aware that you will have some trouble in pursuing this course. I have had a great deal of trouble myself. I have often spent a great deal of time in making a boy understand and give the rising inflection. Persevere, and success will be the result. You will find, after spending a few months in this way, that your pupils will be prepared for a public examination—you will find that there is a difference between knowing a thing and *not* knowing it. This is the standard for you in teaching any thing, and any attainment short of this should not satisfy you.

There is a great deal of bad teaching going on, and the work of reform cannot be commenced too soon. Many things are taught, that should not be taught; and many things that should be taught, are not taught. I often visit schools as a spectator. My object is to learn. I am always anxious to learn. But let me tell of some things. I visit a certain school. A class is called up to read. One boy will yell out at the top of his voice, another will read as though he was eating a piece of cake, and another, as though some one was after him with a whip, &c. &c.

A class in grammar is called up. A sentence is to be parsed. The teacher reads it. "She played a number of tunes for him." The boys begin and parse it, and the way they rattle it off in double quick time, is sufficient to secure my attention. The teacher doubtless feels happy in witnessing the success of his labors. But stop a moment. I have the privilege of asking a question. Boys, in what *tense* did you say the verb

played is? "Imperfect." Well, if the *tense* is *imperfect*, there must be *imperfection*. I wish you to show me the imperfection. Is the *time*, in which the action expressed by the verb took place, imperfect? Will you show me wherein? (I cannot get an answer.) I will ask you another question. Is the *action* expressed by the verb imperfect? Or has the verb *any* tense—*imperfect* or *any other* kind? The boys cannot answer, and the teacher excuses them by saying that they have not studied the *philosophy* of the subject—that they have been attending simply to the *practical* part. But is the *philosophy* of grammar, or of any thing else, taught? What is meant by the phrase "*philosophy* of the subject?" I shall attend to this item in my next communication for the "Friend."

But seriously, what is such teaching worth? The plea that boys and girls *can't* understand the philosophy of a thing, will not answer. They *can* understand, if the right kind of language is used in explaining. I mean by the pronoun *they*, those pupils who come to school regularly, and who are disposed to learn. It is the duty of every teacher to teach the elements of science in their native simplicity and purity, and to develop them as far as he can in their practical efficiency. The elements of science are *truths*. If science is not taught, its antagonist is, which is error.

A. B.

NEWPORT, Ky., Jan., 1848.

Love of the Sublime.

A most remarkable instance of animal sagacity has occurred at the village of Rustington, near Arundel, in Sussex. Out of a lane leading from the village to the sea, a cow has been observed to emerge daily a little before high water, and to walk down on the sands, and take up a position about fifty yards from the rising tide; there she would stand, evincing every symptom of pleasure, till the waves reached her feet, and then she would very leisurely retire to her pasture again. One morning she had not been able to get to the sea side till very high water, and she was seen running down the lane to the beach in great haste, as if afraid of being too late to enjoy her accustomed treat! Such an instance we believe to be unparalleled in natural history. Doubtless her sensitive ears would give due warning of the advancing waters when grazing in her quiet pasture; but it seems very difficult to account for the animal's proceedings, except we entertain the idea that it had a true perception of, and admiration for, "the sublime and the beautiful!"—*Literary World*.

Injuries.

If a bee stings you, will you go to the hive and destroy it? Would not hundreds come upon you? If you receive a trifling injury, do not go about the street proclaiming it, and be not anxious to avenge it—let it drop. It is wisdom to say little respecting the injuries you may receive.

Divisibility.

Divisibility renders a body capable of being divided, either by actual separation of its particles, or some imaginary dividing line. Dr. Kiell has computed the magnitude of a particle of assafetida, to be only 38 trillionths of a cubic inch. For the purpose of forming its web, the spider has a most curious spinning machine. It consists of four little knobs or spinners, enclosed by a ring and pierced with a multitude of holes, so numerous and so extremely fine, that there are above a thousand in each of these four divisions, a space itself not larger than the point of a pin. From every one of the holes a thread proceeds so that the very finest part of a web which we can see is not a single line, but a cord, composed of four thousand strands, as a rope-maker would call them.

Wool may be spun so fine that a quantity weighing only one grain may be divided into eighty thousand parts, each visible to the naked eye. Certain microscopic animals have been discovered in various substances so minute that many thousands taken together, are less than the point of a needle. * A grain of musk will fill a large room with a very strong scent, without losing a millionth part of its weight. Whence it is calculated that a single grain is actually divisible into more than six trillionths of parts. A grain of gold can be beaten so thin and spread so large as to admit of being divided into fifty millions of parts, each of which may be distinctly seen with the help of a microscope.—*Scientific American*.

Labor to make a Watch.

Mr. Dent, in a lecture recently delivered before the London Royal Institute, stated that a watch consists of 902 pieces, and that forty trades, and probably 215 persons are employed in making one of those little machines. The iron of which the balance-wheel is formed is valued at some thing less than a farthing; this produces an ounce of steel worth 4½ pence, which is drawn into 3,250 yards of steel wire, and represents in the market £13 13s; but still another process of hardening this, originally a farthing's worth of iron, renders it workable into 7,650 balance springs, which will realise, at the common price of 2s 6d each, £956 5s; the effect of labor alone. Thus, the mere labor bestowed upon one farthing's worth of iron gives it the value of £956 5s; which is 918,000 times its original value.

Exclusive Assemblies.

Major M. M. Noah, in his Times and Messenger, says that the only real exclusive assemblies in New York, are our aristocratic churches. "When we pass by them on Sunday, and see the liveried servants waiting outside, while their masters and mistresses are within, we think that possibly the thing may be reversed in the next world, when the masters may have to stand outside."

THE SCHOOL FRIEND.

CINCINNATI, APRIL 1, 1848.

To Correspondents.

After our last number was printed, we received correct solutions to the Arithmetical Questions of Mr. Marshall, from C. Rush, Joseph Messimore, D. Jefferson, and T. Hampton. Solutions should always reach here by the 20th of the month previous to the date of publication; otherwise they cannot be used in selecting solutions to be printed.

We have received recently a large number of Mathematical questions intended for publication in this paper. We desire again to state that at present it is not our intention to publish any other than Arithmetical questions.

The second question of S., of Rootstown, is a proper one; at least so far as the principle is concerned. It belongs to the most difficult parts of the Indeterminate and Diophantine Analysis.

For the method of parsing the word "Oak," in McGuffey's Fourth Reader, page 148, see the article headed, "Grammatical Difficulties" in the present number.

In reply to the query of B. W. Fonseca, whether we will send the School Friend to teachers residing beyond the limits of the United States, we answer, that under certain circumstances it would afford us pleasure to do so; but as we understand the Post Office laws, it could not be done unless the postage over that part of the mail route lying in the United States were prepaid.

Baldwin's Pronouncing Gazetteer.

We have recently received several letters making inquiries where this work can be obtained;—if it can be sent by mail, &c.

In reply, we would state, that it is for sale by Robinson & Jones, of this city; that the price is one dollar and fifty cents per copy, and that it is contrary to the law regulating the Post Office to send bound books by mail. We presume that any teacher desirous of procuring the work and living at a distance from any bookstore, (such as our correspondent in Iowa,) might procure an unbound copy through the mail, by forwarding a dollar, postage paid, to the publishers, Lindsay & Blakiston, Philadelphia. Every teacher should possess a copy of the work.

School Laws in Ohio.

From the Ohio State Journal we learn that of the general laws passed at the late session of our legislature, five pertain to the Common Schools and the School system of the State.

One of the general laws secures the extension of the provisions of the acts providing for Teacher's Institutes, and County Superintendents of Schools, to all the counties in the state. This act, if the County Commissioners, and Boards of School Examiners do their duty, will be of great benefit to Teachers. We shall refer to the law more particularly hereafter.

Indiana School Law.

The school bill which has excited so much interest in our state, did not become a law, by reason of the two houses failing to concur.

It seems that the house passed the bill subject to the voice of a majority of the people at the polls.

The Senate amended by providing that the naked question—"will the people support free schools by taxation?" should be submitted to the popular vote. When this amendment came back to the House, it was at the very point of adjourning, so that it could not be acted on for want of a quorum.—*Indiana Tribune.*

Conjoined Proportion,—Chain Rule.

An intelligent correspondent (G. G. G.) writing from East Tennessee, requests us to publish the most lucid explanation either we or any of our correspondents can furnish, of the reason of the Chain Rule, or what is more commonly called Conjoined Proportion.

Our list of correspondents embraces a large number of Teachers of the first rank, both in point of attainments and ability, and we do not know but some of them may be able to furnish an explanation of the rule superior to any that has heretofore been given. Should we receive such an one, it will be published hereafter. In the mean time we have examined several of the best treatises on higher Arithmetic, and in some of these the subject is entirely omitted, while in others the rule is given without an attempt at explanation.

The rule is explained in Ray's Arithmetical Key, page 260, by means of Analysis, and, we think is sufficiently simple to be understood by any intelligent pupil. For the information of our correspondent and such of our readers as have not seen this work, we will just say that the first part of the volume contains solutions of the examples in Ray's Arithmetic, part 3d, with critical remarks on the nature of the rules and the best method of teaching them; while the latter part contains those subjects that are generally considered as belonging exclusively to higher arithmetic, such as Infinite Decimals, Systems of Notation, Continued Fractions, &c.; with solutions of several difficult arithmetical questions.

The work contains a considerable amount of useful and interesting information not to be found in any other work on the subject of arithmetic.

A QUESTION. A buys of B one hundred animals for \$100, viz.: Cows at \$10 per head, hogs at \$3, and sheep at 50 cents. How many of each kind did he purchase?

During the past year this question has been presented so often that we have concluded to make a few remarks upon it again, for the benefit of such of our readers as did not see the first numbers of the School Friend.

The question is not one that properly belongs to arithmetic, though one of our correspondents gave a solution by means of allegation, the only objection to which was, that the number of each kind of animals was expressed in fractions. The question, however, evidently supposes that the number of each kind of animals is a whole number. It properly belongs to Indeterminate Analysis, a branch of Algebra, and may be briefly stated thus:—"Find three positive whole numbers whose sum shall be 100, and such that 20 times the first, 6 times the second, and once the third, shall be equal to 200." We have from these conditions two equations and three unknown quantities. Questions of this kind frequently admit of several answers. In the present question, however, there is but one set of numbers that fulfil all the conditions; these are 5, 1, and 94; that is, A buys 5 cows, 1 hog and 94 sheep. The question is extremely simple when solved by the proper analysis, but no solution can be given by the ordinary rules of arithmetic.

A Metaphysical Question.

Some lover of metaphysics sends the following query, which we insert for the benefit of those who are fond of such abstractions. We shall not publish the answer until all of our correspondents come to the same conclusion.

If a house of wood be put upon a certain place, then be taken down, and afterward again put up in the same identical place, with precisely the same material—is it the same house in both instances.

Death of John Quincy Adams.

It is doubtless known to all our readers that this eminent Scholar and Statesman closed his career on the 23d of February, while at his post in the House of Representatives of the United States. His life was alike honorable to himself, to his country, and to humanity; and his name will henceforth be associated with the greatest and best that have adorned either ancient or modern times. Since his death, the whole nation, without regard either to party or locality, have united in heaping honors on his memory. "From the Capitoline Hill at Washington—on whose summit his immortal spirit left this mortal earth—to the Granite Rock of Quincy, around whose base the ocean wave shall, in the music of its melody, hymn his Dirge—his body has been attended by unnumbered thousands, who repeated, each to his neighbor, a Great Man has fallen!" The first article which follows contains the official announcement of the death of Mr. Adams, by Mr. Winthrop, Speaker of the House. The next is a sketch of his life by the Editor of the Cincinnati Chronicle.

On the 24th of February, in the House of Representatives, Mr. Winthrop, the Speaker, rose and said:

Gentlemen of the House of Representatives of the United States:

It has been thought fit that the Chair should announce officially to the House an event already known to the members individually, and which has filled all our hearts with sadness.

A seat on this floor has been vacated, towards which our eyes have been accustomed to turn with no common interest.

A voice has been hushed forever in this hall to which all ears have been wont to listen with profound reverence.

A venerable form has faded from our sight, around which we have daily clustered with an affectionate regard.

A name has been stricken from the roll of the living statesmen of our land, which has been associated for more than half a century with the highest civil service and the loftiest civil renown.

Whatever advanced age, long experience, great ability, vast learning, accumulated public honors, a spotless private character, and a firm religious faith could do, to render any one an object of interest, respect, and admiration, they had done for this distinguished person; and interest, respect, and admiration are but feeble terms to express the feelings with which the members of this House, and the people of the country, have long regarded him.

After a life of eighty years, devoted from its earliest maturity to the public service, he has at length gone to his rest. He has been privileged to die at his post; to fall while in the discharge of his duties; to expire beneath the roof of the Capitol; and to have his last scene associated forever in history with the birth-day of that illustrious patriot, whose just discernment brought him first into the service of his country.

The close of such a life, under such circumstances is not an event for unmingled emotions. We cannot find it in our hearts to regret that he has died as he has died. He himself could have

desired no other end. "This is the end of earth," were his last words, uttered on the day on which he fell. But we might almost hear him exclaiming, as he left us—in a language hardly less familiar to him than his native tongue—"Hoc est nimirum, magis feliciter de vita migrare, quam mori."

[Trans.—Assuredly it is more to migrate happily out of life than to die.]

John Quincy Adams

Is dead! A Great Statesman has fallen! An illustrious Friend of Man is slain by the last Enemy of Mankind! The Hero of Liberty is stricken down on the Battle Field! Earth has received back its Dust, and God reclaimed the Spirit he gave!

Mr. Adams stood alone. Modern Degeneracy had neither impaired the light of his understanding, nor destroyed the purity of his purpose. He was alone also in the peculiarity of his Position. He was the only Man in America—perhaps the world—who had been called to each of the three great Departments of National Government. It is thirty-seven years, (1811), since he was appointed to the Bench of the Supreme Court of the United States. It is twenty-three years, (1824), since he was elected President of the United States. It is seventeen years, (November, 1830), since he was elected to the House of Representatives, by the people of Massachusetts. The Judiciary, the Executive, and the Legislature, each claim him for its own! This cannot be said of any other man.

He was alone, too, in the performance of those Duties. Of him only has the tongue of Slander never said, that he failed in what he had the power to perform; that his motives were corrupt, or that his intentions were bad. Men differed from him in opinion, but they yielded a willing tribute to the purity of his motives, and the unshadowed integrity of his character.

He was alone, too, in the multiplied functions and offices he enjoyed from the people. Though upon his brow there grew no crimson laurel blooming into popular favor, yet the ever-green leaves of the laurel itself, were not more steadfast in their perpetual verdure, than were people and government perennial in their favor to him. The judgment of the intelligent yielded to his Learning, and the applause of the multitude followed the eloquent Advocate of the Rights of Man.

Called at twelve years of age to accompany his distinguished father to Foreign Courts, he was bred to the skill of the Diplomatist, and made familiar with the sinuosities of the human heart. Thenceforward, he was a Public Man, and, from the date of the Constitution, to the last day of his life, he has been the Great Representative of American character, in all the modes of its Public Exhibition.

In 1794, he was Minister resident in the Netherlands. In 1796, he was Minister Plenipoten-

tiary to Portugal. In 1797, he was the first Minister Plenipotentiary to Prussia. In 1809, he was Minister to Russia. In 1813, he was the chief man in the Commission of Envoys to Ghent. In 1815, he was Envoy Extraordinary and Minister Plenipotentiary to Great Britain. From 1803 to 1808, he was a U. S. Senator from the State of Massachusetts. From 1817 to 1824, he was Secretary of State. From the 4th of March, 1825, to the 4th of March, 1829, he was President of the United States. From November, 1830, to February 24th, 1848, he was a member of the House of Representatives, in the Congress of the United States.

Stations so various—so important—and so long filled—it has not been the fortune of any other individual to enjoy. Born in 1767, and accompanying his father to France before the formation of the Constitution, he may be said to have been more than seventy years in public life!

Independent of his Public and Political career, Mr. Adams had another reputation, nearly as great, in the World of Letters. Nearly half a century since, he was appointed Professor of Rhetoric and Belles Lettres in Harvard University.

Since that time, no man has been more distinguished as a writer—fluent in style, vigorous in strength, and eloquent in matter. As a controversialist, he had no equal. The language of Cicero was scarcely more elegant. The pen of Junius was not more severe. The antagonist, whom he attacked, he destroyed. Bad men lived, in his writings, as flies preserved in amber.

His Learning made his literature forcible. His taste made it elegant. Of him it might be said,

—Nullum tetigit quod non ornavit.

His habits were almost as peculiar as his career. Blest by Nature, with great strength of Constitution, he was enabled to sit up late, and rise early;—thus lengthening life, not merely by the number of years, but by the increased sunlight of Mind. At midnight, he might be seen playing Chess in a Diplomatic circle, and before the risen Sun, bathing his limbs in the cold waters of the Potomac. Thus did the powers of Body and Mind harmonize in giving vigor to both. Thus did he run his long career; thus is he gathered to his Fathers in the fullness of Time. His name has now taken its place in History, and henceforward his country will care for his Fame.

A Touching Memorial.

There are few of our readers but will read with interest the following lines, written by Mr. Adams on the day preceding his fatal attack of illness. They were written for Miss C. L. Edwards, of Massachusetts, to accompany his autograph signature, which had been requested by her.

"JOHN QUINCY ADAMS,
Quincy, Massachusetts."

In days of yore the poet's pen
From wing of bird was plundered,
Perhaps of goose, but now and then,
From Jove's own Eagle sundered.

But, now, metallic pens disclose
Alone the poet's numbers;
In iron, inspiration glows
Or with the minstrel slumbers.

Fair damsel! could my pen impart,
In prose or lofty rhyme,
The pure emotions of my heart,
To speed the flight of time;
What metal from the womb of earth
Could worth intrinsic bear,
To stamp with corresponding worth
The blessings thou shouldst share.

For the School Friend.

A Business Question.

MR. EDITOR:—I met with the following question lately in the settlement of an estate. At first I thought it could be easily solved, but on trial I failed. I then gave it to my lawyer, who gave it to another lawyer, and to the cashier of the Bank. Each brought a different result. It was also handed to our county auditor, (ex county surveyor, and an excellent mathematician,) who brought a different answer, and all differ from the holder of the note. Under these circumstances I send it to the "School Friend." A. G. H.

THE NOTE. \$490 56. For value received I promise to pay H. G., or order, four hundred and ninety dollars and fifty-six cents, with interest, as follows: fifty dollars on the 6th day of October, 1835, with interest from date; fifty dollars on the 6th day of October, 1836, with interest annually from date; fifty dollars on the 6th day of October, 1837, with interest annually from date; fifty dollars on the 6th day of October, 1838, with interest annually from date; fifty dollars on the 6th day of October, 1839, with interest annually from date; fifty dollars on the 6th day of October, 1840, with interest annually from date; fifty dollars on the 6th day of October, 1841, with interest annually from date; fifty dollars on the 6th day of October, 1842, with interest annually from date; fifty dollars on the 6th day of October, 1843, with interest annually from date; and forty dollars and fifty-six cents on the 6th day of October, 1844, with interest annually from date.

Signed,

W. B. S.

Dated October 6th, 1834.

On this note are the following endorsements, to wit: December 30th, 1836, received on the within note, fifty-three dollars; January 11th, 1837, received on the within note, twenty-three dollars; September 30, 1837, received on the within note, ninety-seven dollars; May 10th, 1841, received on the within note, nineteen dollars; June 26th, 1841, received on the within note, one hundred dollars; August 19th, 1841, received on the within note, one hundred dollars; January 30th, 1843, received on the within note, three hundred dollars.

How did the amount stand on the 8th of August, 1845.

REMARKS.—Whatever rule is adopted in calculating the interest, the agreement to pay fifty dollars annually will not affect the result. The calculations are to be

made on a note of \$490 56, dated October 6, 1834; bearing interest at 6 per cent., on which are the endorsements given above, and the date of settlement August 8th, 1845.

There are different rules in use in the different states. In some a particular rule is established by law; thus, in Connecticut all calculations must be made by what is known as the Connecticut rule; in New York and Massachusetts by the New York and Massachusetts, or as it is otherwise termed, Chancellor Kent's rule; and in Vermont by the Vermont rule. The above question came from the north-eastern part of this state, and in Ohio there is no law regulating the manner in which such calculations shall be made; neither has the Supreme Court of the state by any decision, so far as we can learn, established a precedent. The Supreme Court of the United States having established the New York rule in cases coming before it for adjudication, it is now of higher legal authority than either of the other rules, and would probably be followed by the higher courts of this state, should any case be carried up from the lower tribunals. The Vermont, or common rule, is used in all common transactions in this section of the country, both by individuals and by the courts. It is the most favorable rule for the borrower. All the different rules to which we have referred are contained in Ray's Arithmetic, Part 3d. The Vermont Rule is that given on page 166, designated as Rule 1st. The New York rule is given on page 169, designated as rule 3d. We suppose it will meet the requisitions in the above question to furnish the result by one or both of these rules. This will bring the question within certain limits, and with this understanding it is submitted to our readers. Any one, however, who desires to do so, may also make the calculation by the Connecticut rule. The answers will be published in the June number of the School Friend.

For the School Friend.

On Teaching Arithmetic.—No. 15.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

FEDERAL MONEY.

In teaching Federal Money, the first point is to explain the notation, and to show the analogy which exists between it and that of whole numbers. Thus *ten* units make *one* ten, *ten* tens make *one* hundred, and so on; in Federal Money, *ten* mills make *one* cent, *ten* cents make *one* dime, and so on, hence numbers in Federal Money are read and written as in whole numbers.

If we take any number, for example 2347, we may read it thus,

Two thousand three hundred and forty-seven units; or, Two hundred and thirty-four tens, and seven units; or, Twenty-three hundreds, four tens, and seven units; or, Two thousands, three hundreds, four tens and seven units.

Analogous to this, 2347 mills may be read, Two thousand three hundred and forty seven mills; or, Two hundred and thirty-four cents, and seven mills; or, Twenty-three dimes, four cents, and seven mills; or, Two dollars, three dimes, four cents, and seven mills.

It is thus evident that any sum consisting of mill's may either be read as so many mills, or as so many cents and mills, or as so many dimes, cents, and mills, and so on; and that quantities are changed from one denomination to another merely by the manner of reading them.

ADDITION AND SUBTRACTION. These opera-

tions are so perfectly analogous to those in whole numbers, that any explanation might seem unnecessary. The instructor, however, should embrace the opportunity that it furnishes to explain more thoroughly the corresponding operations in whole numbers. Indeed it is not until the pupil has become acquainted with addition, subtraction, &c., of compound numbers, that he can fully understand the corresponding operations in simple numbers. This point, however, will be explained fully hereafter. At present it will be shown how Addition and Subtraction of Federal Money may be used to explain more fully the addition and subtraction of simple numbers. Suppose it is required to find the sum of 2 dollars, 3 dimes, 5 cents, and 2 mills; 1 dollar, 2 dimes, 8 cents, and 6 mills; and 3 dollars, 4 dimes, 9 cents, and 7 mills.

2352 We first write the quantities as in the
1286 margin, placing mills under mills, cents
4397 under cents, and, just as in whole numbers,
— we placed units under units, tens under
7135 tens, &c., for *convenience* in adding, since
we can only add quantities of the same name to
gether, and by placing numbers of the same kind,
in the same vertical column, we thus bring as
nearly as possible to each other those numbers
that are capable of being added together. Begin-
ing at the right hand, we find the sum of 7 mills,
6 mills, and 2 mills, is 15 mills; then, since 10
mills make 1 cent, 15 mills are 1 cent and 5
mills, just as 15 units are 1 ten and 5 units. We
write the 5 mills in the column of mills and carry
the 1 cent to the column of cents, just as in
whole numbers 5 units would be written in the
column of units, and 1 ten carried to the column
of tens. Carrying the 1 cent to the column of
cents, and adding together the numbers in this
column, we find the sum is 23 cents, then, since
it takes 10 cents to make 1 dime, 23 cents are
equal to 2 dimes and 3 cents, just as 23 tens are
equal to 2 hundred and 3 tens. We write the 3
cents in the column of cents and carry the 2 dimes
to the column of dimes, just as in whole numbers
the 3 tens would have been written in the column
of tens and the 2 hundreds carried to the column
of hundreds. A similar method of explanation
would apply to the remaining columns. It is
thus seen that, both in the addition of whole num-
bers and in that of Federal money, a process of
reduction takes place after finding the sum of
the units in each column, if that sum is equal to
or greater than ten. To fix this in the mind of
the pupil, some of the best teachers require the
process of reduction to be actually performed by
writing the number down and dividing it by 10.

To explain the subject of Subtraction, let it be
required to find the difference between 3 dimes, 6
cents, 2 mills, and 1 dime, 2 cents, and 8 mills.

362 We write the numbers as in the margin,
128 placing mills under mills, cents under cents,
— and so on for *convenience* in subtracting,
234 since we can only find the difference be-

tween quantities of the same name. Beginning
at the right hand, it is first required to take 8
mills from 2 mills; but this is impossible. We
can, however, take 1 cent from 6 cents, then
changing it to mills, and add it to the 2 mills,
we have 12 mills, from which we can take 8
mills, and there are 4 mills left, which are plac-
ed in the column of mills.

After taking away the 1 cent from the 6 cents,
the number of cents in the upper column is only
5, from which, if we take 2 cents, there are only
3 cents left to be set down in the column of cents.
Instead, however, of diminishing the 6 cents by 1,
it will produce the same result to increase the low-
er number by one, and then subtract. Lastly,
taking 1 dime from 3 dimes, there are 2 dimes
left to be placed in the column of dimes.

It is thus evident that after he has studied whole
numbers, the operations in Federal money are
easily understood by the learner, and that they
may be so used by the instructor as to give a more
thorough and general knowledge of the principles
of operation in addition and subtraction than could
be otherwise obtained.

For the School Friend.

Teachers' Institutes.—No. 2.

BY H. H. BARNEY,
Principal of Cincinnati Central School.

It is said that teachers, while engaged in the
business of teaching, are seldom, if ever, selected
to fill other important and responsible stations.
Their services are never required in the halls of
legislation. If the people desire the passage of
an important legislative enactment, state or na-
tional;—if an executive officer, possessing busi-
ness talent and good judgment, is needed;—if an
agency of any responsibility, or an office of any
honor or emolument, is to be filled;—the teacher
is the last individual thought of. Why is this?
What is there in the business of teaching that
should unfit an individual for the faithful discharge
of the duties above alluded to? Why is it that a
teacher has generally been regarded as disquali-
fied, indeed, almost incapacitated, to fill other sta-
tions? Why was it that the world, until quite
recently, looked upon the teacher and his profes-
sion with so much indifference? One reason may
be found in the fact, that teachers regarded their
vocation as a thankless one, and only resorted to
it for a temporary purpose, and as a stepping stone
to something else. Under such circumstances, how
could their be much enterprize, professional
spirit, or ambition to excel? A further explana-
tion may be sought in the consideration, that the
world looked upon their labor with indifference
and apathy. But when the whole matter comes
to be viewed calmly and dispassionately, their will
be no difficulty in coming to the conclusion, that
the teachers themselves were mainly responsible
for the apathy with which their labors were re-

garded, and for the fact that their business was without honor or emolument. For they were either a morose, austere, repulsive, ferocious, mock-dignified race, frowning upon, or scowling at, every body; or else they were a sluggish, unenterprising, lifeless set of drones, engaging in the business without spirit, without energy, and, not unfrequently, without education. There is one unfortunate tendency in the business of teaching, which should not be overlooked, and against which every teacher should carefully guard. I allude to the tendency to run down, to grow indifferent, to deteriorate in actual mental capabilities, to become stereotyped, and even to *rust* entirely out. In communicating instruction, the teacher is constantly endeavoring to simplify his illustrations, to bring himself down to the capacities of his pupils; and this repeated effort to descend to a level with the minds of his pupils, instead of giving elevation, and expansion, and growth to his own mind, rather narrows and contracts it; for there is always a natural tendency to assimilate ourselves to those with whom we are constantly associated. While, therefore, the business of teaching was constantly dragging down the mental powers of the teacher, he had not industry, nor perseverance, nor energy enough to resort to the appropriate means to supply the wear and tear. Teachers must read and study a great deal, investigate many subjects, interchange views, embark in enterprises which give scope for thought, for the exercise of the reasoning faculties, and for interesting and profitable discussion; else they will surely find themselves waning in general intelligence, and ultimately behind the spirit of the age, in their profession. If, then, they wish to stand as high in the estimation of the world as men in other professions, they must resort to similar means to accomplish it. Lawyers have their Associations and Law Schools; the Medical profession, their Societies and Colleges; the Clergy, their Theological Institutions and Conventions; Merchants, their Exchange, Reading Rooms, and Library Associations; and even Farmers have their Agricultural Societies, Fairs, &c.

Why should not teachers have their Associations, Drills, Conventions, Institutes, and Normal Schools? If lawyers, in their professional pursuits, were restricted to the instruction of children in legal principles; if they were deprived of the advantages of those spirit-stirring scenes, and animated contests,—that grappling and collision of intellect—those tremendous struggles of mind with mind, for which their profession is so distinguished, instead of finding them, as we now do, the most able and eloquent in the halls of legislation, and holding the highest offices of state, we should find them in the rear rank of the forlorn hope of school-masters. If, then, teachers would act a conspicuous, a prominent, an eminently useful part, in the “great drama of life,” they must resort to the study, drill, exercise, or other

gymnastic training that will fit them to become *stars in the scene*. No instrumentality yet discovered seems so admirably adapted to this end as Teachers' Institutes. These afford teachers an opportunity of critically reviewing, under competent instructors, the studies which they are required to teach; here they learn the connection which one branch of study has with another, the best method of communicating instruction in it, and also the adaption of different methods to different minds; here each member becomes acquainted with the views and plans of the ingenious and experienced as they are carried out in the best schools in the country. Could every teacher in the State of Ohio have the privilege of participating in the proceedings of a well conducted, and thoroughly instructed Institute for two weeks even, with how much greater skill would he order the general arrangement of his school, manage and discipline it, conduct its studies, wake up and animate the minds of his pupils?—with what a rich fund of practical knowledge, gathered from the suggestions, plans and specimens of others, would he enter upon his important vocations?—and how many of those injudicious methods which young and inexperienced teachers are liable to adopt, would be avoided? Who can tell how many minds have been perverted, how many tempers ruined, how much injury has been done to the hearts, the morals, and the manners of children; and in how many thousand instances has the study of the most interesting subjects been rendered an uninteresting, dry, and repulsive task, in consequence of the incompetence of the teacher; and that incompetence resulting, in many instances, from the want of a suitable opportunity of learning his trade? Judiciously organized and efficiently conducted, Teachers' Institutes, under the supervision and direction of competent and experienced teachers, do afford such opportunity. It may be proper here to remark, that very much of the utility of these Institutes depends upon the efficiency of their organization, and the thorough and systematic manner in which the exercises are conducted. Mr. Page, the late Principal of the State Normal School of New York, after having spent a vacation in visiting Teachers' Institutes, remarks: “I have seen the vast importance of having these Institutes *well conducted*: if the organization is cumbrous, and the exercises not arranged with reference to a grand result, but come up at the extemporaneous suggestion of circumstances, there is a painful listlessness among those in attendance. So far as my observation has extended, those Institutes have been most useful, in which some competent practical teacher has been engaged as Principal, and clothed with full power to lay out the work in his own way. In an Institute, as in a school, it very much impedes the free action of the machinery, to have the power transmitted through too many hands, and I have usually observed considerable *friction* where all the arrangements were to be brought out through

the agency of a committee. In my honest opinion, it would generally be far the best policy to commit the whole arrangement of the Institute to some competent person, and then allow him to throw the whole weight of his character, and the whole sum of his ingenuity into it, and hold him responsible for the results. He would of course need assistants, and usually those who are competent could be found in every county.”

In the next number, a form for a Constitution will be presented, and the manner in which the most successful Institutes have been organized and conducted will be fully explained.

P. S. In the first communication on the above topic some typographical errors occurred, which materially changed the sense of the sentences in which they happened. For “National Schools,” read “Normal Schools,” for “this alternately,” read “this alternation,” for “that we can extract,” read “that we can expect,” and the sentences will read as intended.

For the School Friend.

A New Method of Teaching Geography.

MR. EDITOR:—Permit me, through your excellent paper, to call the attention of the public to a new method of teaching Geography, invented by Mr. Benjamin Naylor, of Philadelphia. I am aware that there is a prejudice in the minds of many intelligent teachers, against every system of instruction which differs widely from those to which they have always been accustomed. Such a prejudice is certainly very natural; and one might almost add, very excusable—especially when it is considered how often the public has been imposed upon by systems of Artificial Memory, and other inventions claiming to be “royal roads”* to science, but which are in fact but royal roads to ignorance; since they have nothing to recommend them but their novelty and the ease with which they may be traveled; the pupil in no case being subjected to the disagreeable toil of *ascending* in his course.

The system of Mr. Naylor, however, differs in some material points from all others of its class; and will be found, I am persuaded, to possess more than ordinary claims on our attention. He does not, like many of our educational mountebanks, travel from place to place with a view to

[*The allusion here made by our correspondent is probably familiar to most of our readers. But for the sake of those who may not be acquainted with the anecdote to which he refers, as well as on account of the excellent lesson which it conveys—that the gem of knowledge is to be purchased not with the wealth of royal treasures, but by *mental toil* alone—we will give it as nearly as we can from memory. It is related that when Euclid was endeavoring to initiate his patron, Ptolemy Lagus, in the mysteries of that science, with which the name of the great mathematician is so generally and so justly associated; the king, unaccustomed to intellectual labor, asked his teacher, if there was no shorter and easier method of acquiring a knowledge of mathematics, than that ordinarily pursued. Euclid briefly replied, that there was “no royal road to geometry.”]

reap a hasty harvest from the ignorance or inexperience of the people, and leave as soon as the real character of the so styled improvement becomes known. On the contrary, he invites the most rigorous examination into the peculiarities of his method of instruction, and expresses his entire willingness that its merits should be tested by its *permanent results*.

The following sketch may serve to give the reader an idea—though a very imperfect one—of Mr. Naylor's mode of teaching. A set of large *Outline Maps*, (on which there are no names,) are suspended before the class. The teacher then points out the different seas, rivers, towns, &c., giving at the same time the name of each. After having become acquainted with a considerable number, all the pupils together chant their names in succession. The modulation of the sounds in the different names, though a simple sort of music, has a very exhilarating effect on the class, and not only makes the exercise more pleasing to them, but contributes greatly to strengthen the impression made upon the memory. After the scholars have become familiar with the important places on the maps, and can readily call them by name—which they will learn to do in an astonishingly short time—the teacher proceeds to the minutiae of description, statistics, &c. The facility and precision with which Mr. Naylor's classes will describe the course, (including all the principal bends,) and the length, of such a river as the Mississippi, naming in their proper order all the states, towns, and villages, situated on both sides of it, is perfectly amazing. When I first witnessed an exhibition of this kind, I confess, I could hardly trust my ears. At the same time, it is due to Mr. Naylor to say, that he is evidently less anxious to surprise the spectator by brilliant temporary results than to use every possible means to render the knowledge which he imparts thorough and permanent. He has lately published a little work, intended as a key to his system, which will satisfy the mind of any one who will examine it thoroughly that his method of instruction is anything but superficial. In order, however, to obtain a just idea of all the advantages of his system it would be necessary for the inquirer to learn under Mr. Naylor himself, or under some one who has been fully instructed by him.

Another recommendation of the system in question, is the facility which it affords for acquiring the correct pronunciation of geographical names. Every teacher will admit, (if he has had half as much trouble in this way as the writer of the present article,) that this is a very difficult branch of instruction. Those acquainted with the business of education must be aware that correct pronunciation depends less upon knowledge than upon habit. If a child be early accustomed to hear words or names pronounced correctly, he will learn to speak them correctly himself, with but little difficulty; but if he grows up with erroneous habits in this respect, he will be almost

sure to pronounce wrong from the mere force of habit, even though he knows perfectly what the true pronunciation is. Now according to the system of Mr. Naylor, the pupils, from speaking in concert, must necessarily adopt the same pronunciation of geographical names, and this pronunciation by the frequent repetition will become unalterably fixed. In this manner, if the teacher is careful to speak correctly himself, the pupil will acquire permanent habits of correct pronunciation without the least difficulty; and accuracy and uniformity may thus be introduced into a department of orthoepy, which, as all admit, has till recently been in a state of the greatest discrepancy and confusion. A TEACHER.

PHILADELPHIA, Feb., 1848.

We have not seen the work of Mr. Naylor to which our correspondent refers, no copies, so far as we know, having yet reached this city. We mention this to save trouble and disappointment to those who, seeing the above notice, might suppose the work could be obtained here.

Grammatical Difficulties.

We recently received a letter containing a request to explain a difficult grammatical construction. The note was handed to a valued literary friend, to whom we are indebted for the following interesting article. As almost every teacher has a few such cases that he finds it difficult to explain to his own satisfaction, we take this opportunity of saying, that if they are forwarded to us, they will be placed in the hands of the writer of the following article, who authorises us to say, that he will bestow upon them such attention as they may deserve.

The syntactical construction of the word "*oak*," McGuffey's Fourth Reader, page 148, line 56, is requested. This redundant use of the noun or pronoun is generally employed when we wish to introduce the subject abruptly, and then make a sudden transition from a declarative to an interrogative sentence. It should be construed in the *independent case*, by figure of *Syntax* called *pleonasm*. This figure is quite frequent, and allowable in poetry, and very animated discourse, but is inelegant and improper in any other. The following are examples of its improper use: "The king he is just." "John he did it." "My banks they are furnished with bees." "His teeth they chatter, chatter still." It is used appropriately in the cases which follow: "The Pilgrim Fathers—where are they?" "He that is in the city, pestilence and famine shall destroy him." "Gad—a troop shall overcome him."

"The lamb thy riot dooms to bleed to-day,
Had he thy reason, would he skip and play?"

"This mighty oak, &c.—not a prince in all,
&c., e'er wore his crown as loftily as he, &c.

The noun or pronoun is put in the *independent case*, when used *absolutely*, that is, when it has no dependence on any other word, but so far as its syntactical construction is concerned, is perfectly independent of any other word in the sentence.

This rule or principle embraces five cases:

1. When a *direct address* is made.

2. Where, with a *participle*, the noun or pro-

noun is used to express a cause, or a concomitant fact, &c.

3. When a noun is used to introduce the subject of remark, and then abruptly left independent of the rest of the sentence.

4. When, by mere exclamation, it is used without address, and without other words expressed or implied to give it construction.

5. When a noun or pronoun having no dependence on any other word, is used to express a name or title, chapter, lesson, &c., as "Pope's Essay on Man," "Rule X," "Lesson II," or to denote time, measure, distance, direction or place, as "He died twenty years ago." "The wall is ten feet high, &c."

For the School Friend.

The Word Sir.—A Query.

MR. EDITOR.—I am a Yankee and a poor scholar, and I should like to take the liberty to ask some of your correspondents a question or two, as I see they are up to solving questions and go on the simplifying and shortest plans. One question is this: When, where, and for what purpose was the word Sir introduced. We find there are many expressions that are unnecessary that grow out of this little word (sir); and if the word sir is necessary to the answer, as yes-sir, or no-sir, then let us stop there. But a great many people are not willing to stop after answering *yes-sir*, or *no-sir*, but must add *yes sir ree*, and *yes sir ree hoss*; and others go still further and answer *yes sir ree hoss and buggy*. Now if this habit is indulged in, we shall soon call men and women horses. Indeed this is even now sometimes the case. When we see a large man, or one that preaches a good sermon, or delivers a first rate lecture, he is often called a horse; and if a young woman happens to weigh over two hundred, she is also called a horse. I think these expressions are wrong and uncalled for, and that they should be discountenanced by Teachers, and that the School Friend should use its influence to stop them. J. B.

It is almost needless to say that we agree with our correspondent. We suppose, however, that the expressions to which he refers are never used except in jest. Still we would say to every instructor, be careful to use no such unmeaning expressions even in sport. Let all your communications, whether oral or written, be such as will stand the test of sound criticism, and be worthy of imitation by your pupils.

For the School Friend.

Free Translations.

MR. EDITOR.—In a late number of your interesting journal, I saw several unique specimens of *free translations* of parts of the Latin Classics, which amused me much. Suffer me to add another, which was given by an *ignoramus* at a recitation a few years since in Miami University. The class was engaged upon the second *Aeneid* of Virgil, when one of its members, ignorant of the lesson, and knowing he would be

called upon, applied to a waggish classmate near, for assistance in reading the third line—*Infandum, Regina, jube venovare dolorem*. The wag directed him to translate it thus. *O! Queen, you order me to give up the infernal dollar*. The translation was accordingly given, amid the uncontrollable mirth of both Professor and Students.

Troy, Ohio.

C.

For the School Friend.

Philosophical Query.

BY WARNER HANORTH.

Suppose a cannon ball be projected from the stern of a vessel whose velocity is just equal to the ball, will the ball fly or will it fall at the mouth of the cannon?

Another Contribution to Science.

Messrs. Andrews & Boyle are publishing, in the Anglo-Saxon, a series of articles on "Phonetics, or The General Principles of the Pronunciation of all Languages," from the pen of Herr Zabdiel Hauritz, a distinguished German philologist, now on a visit to this country. Herr Hauritz has devoted many years to the investigation of this subject, having resided in various countries with a view to making the most extensive observations upon all the phenomena of human speech, and acquiring a practical knowledge of the languages of Europe and Asia.

This treatise, though bearing the indubitable marks of profound learning, such as we have seldom had the pleasure of seeing exhibited in this country, is nevertheless written in a style of extreme simplicity and adaptation to the common comprehension, worthy of admiration. Judging from those portions of the treatise which we have been able to peruse, we should say that this series of articles, alone, would be of far more value to any reader interested in the study of his own language, or engaged in acquiring a foreign one, than the yearly subscription price of the Anglo-Saxon.—*New York Tribune*.

In connexion with the above we take occasion to say that the Anglo Saxon is an interesting and well conducted paper, the greater portion of which is printed in Phototypy, or the method of Spelling by sound. The subscription price is \$2 00 per year.

Titles.

Some years ago there was a young English nobleman figuring away at Washington. He had not much brains, but a vast number of titles, which, notwithstanding our pretended dislike for them, have on some the effect of tickling the ear amazingly. Several ladies were in debate, going over the list; the Lord Viscount so and so, Baron of such a county, &c.

"My fair friends," exclaimed the gallant Lieutenant—, "one of his titles you appear to have forgotten."

"Ah!" exclaimed they eagerly; "what is that?"

"He is *Barren of Intellect!*" was the reply.

Temperature of the Ocean.

According to Capt. Ross's experiments, the zone of mean temperature lies between the parallels of 54 degrees, and 60 degrees of south latitude, not only at the surface, but to as great a depth as the ocean has ever been penetrated. Future trials will in all probability reduce it to narrower limits; its position in the northern hemisphere remains yet to be ascertained. This mean temperature is met with both in the polar circles and in proceeding towards the Equator. In the higher latitudes above 10 degrees, the ocean in descending increases in temperature until it arrives at its mean point; while proceeding toward the Equator it decreases from the surface downward—this decrease, beyond the tropical circle, is about twenty-three fathoms for every degree of latitude; within the tropics it is 1 degree for every thirteen fathoms of depth, until 400 fathoms, after which it requires a descent of from 200 to 400 fathoms to effect a like change.

From the observations of Admiral D'Urville it would appear that the waters of the Mediterranean do not follow the rate of descent of the Atlantic and Pacific Oceans. He estimated the mean temperature of that sea below 200 fathoms, at 65 degrees, and this from the fact of having obtained that temperature at the depth of 1,000 fathoms. If this be so, it leads to an interesting inquiry whether this may not be in consequence of the vast internal fires that are known to prevail in the countries that surround it.

My new Sister-in-Law.

I doubt if Adam was much stronger or happier when he was created, than is my brother at this moment; and I don't believe Eve was half as strong-lunged and energetic as my new sister-in-law. Why, she oils the tables, and makes the jam, and prepares the breakfast, and makes the butter, and glorifies in the dinner, and attends in all particulars to the affairs of her household, as if neither canker nor consumption were in the earth. From morning till night she is all energy, all life, all decision and strong-heartedness. And then, as to being at ease—if she had been born married, she couldn't be more so. There is not a quailing of eye, nor a trembling of nerve—so far as I can see—in her conquering life; for she goes forth like a conqueror. She is inexpressible. As if she never knew what a doubt meant. Then she is so well looking. Brown eyed, small eared, with a gracious expression; and such rich wavy hair, in its neatbraids or its graceful abundance. I almost feel as if she might have contended the point with Cœur de Lion or Saladin. I am beside myself with admiration and astonishment. And when she makes the jam, she does not mix different sorts of apples; and her custards are delicious; and her pies are not only good but pretty. And she makes catsup. Oh! you can't think what a paragon she is! Then she writes letters, and despatches them; and makes my bro-

ther put up his cap, and keep tidy; and she says, "Hisk! out of that, cat!" loud enough to destroy the nerves of a delicate cat. And she minds the dairy, and feeds the calves, and sends her young sister Mary up and down, and round about, and gives stirabout to beggars, and sends them about their business, in the most unexceptionably clever manner. I never was so struck down with astonishment as at the sight of this girl; and, with all, she is never excited—never at all surprised.—*Howitt's Journal*.

Fashionable Pronunciation.

But the worst of it all was, mamma was always taking me up so about my mode of talking; now I don't sound this word rightly, and then it wasn't considered elegant to pronounce that word the way I did. I recollect one morning, at breakfast, asking her for another cup of coffee, with rather a broad accent on the word. "*Kawfee*, Charlotte," she replied, "and pray what may that mean, miss? I never recollect hearing the term used before; but perhaps you may mean *coffee*, for that's the only name I ever heard given to it. Really, your father might just as well have kept his money in his pocket, and never sent you to school at all, for the good it seems to have done you." "Why," I replied, quite innocently, "I thought that as a-l spelt al, and a-l-l awl, so, o-f spelt of, and o-f-f owl?" "And, I dare say," she answered, "g-l-a-s glas, and g-l-a-ss glarce. But you'll please to think otherwise in future, miss; and remember that in polite society, when we join a quadrille we *daunce*, when we are pleased we *laf*, (though smiling is more genteel, my dear,) when we have a cold we *cof*, and when we take a promenade we *wal-k*; no, I'm wrong, there we do *wawk*, yes *wawk* like other people. So don't let me hear any more of such vulgarity from you in future. And now, may I have the pleasure of sending you another cup of *coffee*?" "Thank you," I replied, "you are very kind!" "*Keyind*, *keyind*! if you love me child," she answered, throwing her hands up, "*keyind*; unless you wish to split your poor dear mother's ears in two. Pray do be more attentive to your pronunciation, my dear! for really it sets my teeth quite on edge to hear you." "Well, mamma," I answered, "I will try and have more regard for the future." "*Re*, what is that?" she exclaimed, drawing in her breath, as if in great bodily pain. "*Gard*, did I hear you say, child? Oh! if you would not see your poor dear mother fall senseless at your feet, do, do remember to call it *re-gheard* for the future."—*Whom to Marry and how to get Married*.

The Society of Women.

There is nothing by which I have, through life, more profited than by the just observations, the good opinion, and the sincere and gentle encouragement, of amiable and sensible women.—*Romilly*.

Poetry.

Lines

On the death of Mr. HENRY MASON, of Enfield, Conn.,
who died at Columbus, O., September 30, 1847.

BY B. T. CUSHING.

Toll for him mournfully,
Solemn and slow!
Breathe a prayer tenderly,
Bowling in woe;
Weep for the noble one
Lost to your eye—
For a star that forever
Has past from the sky!

Gone to its destiny
Long ere its day,
Is a soul beautiful
Shrouded in clay;
High aspirations,
Longing for strife,
Noble ambitions,
Have perished for life!

Long had he traveled
With face to the sun,
Till of life's journey
The hardest was won;
Behind were the labors,
And dust and turmoil,
Before was the conquest
And crown of the toil!

Gone, gone to its destiny,
Long ere its day,
Is a soul beautiful
Shrouded in clay!
High aspirations,
Longings for strife,
Noble ambitions,
Have perished with life!

Toll for him mournfully—
Weep for him now—
Breathe the prayer tenderly,
Burthened with woe;
Pray that his spirit,
Though lost to your eye,
May burn like a planet,
Far, far in the sky!

Strive on.

Still strive—this world's not all a waste,
A wilderness of care;
Green spots are on the field of life,
And flowrets blooming fair.
Then strive—but O! let virtue be
The guardian of your aim;
Let pure, unclouded love illumine
The path that leads to fame.

Windfall.

The origin of this term is said to be the following. Some of the English nobility were forbidden felling any of the trees in their forests—the timber being reserved for the use of the Royal Navy. Such trees as fell without cutting were the property of the occupant. A tornado was, therefore, a perfect Godsend, in every sense of the word, to those who had the occupancy of these extensive forests, and a windfall was sometimes of very great value. Some years since it is said a tornado threw down timber enough on the Duke of Marlborough's estate to sell for \$40,000.

ABSTRACT OF THE
METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

February, 1848.

Day of M.	Fahrenheit Therm'ter			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean		M.	P.	Force.			
1	30.45	38.0	34.2	20.194	west	s w	2	clear	10	
2	33.51	38.8	36.1	20.111	do	west	2	fair	9	
3	31.52	40.8	36.1	20.088	do	do	1	var'ble	4	
4	27.45	32.3	29.837	20.837	do	do	4	var'ble	1	
5	20.28	22.2	21.25	29.51	do	do	3	var'ble	1	
6	17.24	22.5	19.325	29.325	do	do	3	cloudy	0	
7	24.29	26.8	25.5	29.475	do	do	2	cloudy	0	
8	27.38	28.2	27.79	29.282	do	do	4	var'ble	1	
9	18.45	31.5	24.975	29.383	do	s w	1	clear	10	
10	23.34	34.8	29.07	29.375	do	n w	1	fair	7	
11	24.38	30.7	27.53	29.412	n e	n e	1	var'ble	3	
12	20.34	26.7	23.5	29.640	do	do	1	clear	10	
13	24.48	38.3	31.4	29.472	east	east	1	var'ble	5	.08
14	38.45	40.8	39.6	29.204	do	do	1	cloudy	0	1.17
15	35.49	43.2	39.35	29.353	n e	n e	1	var'ble	1	
16	42.50	43.7	43.1	29.261	north	north	1	cloudy	0	
17	31.46	41.3	36.3	29.363	do	do	1	var'ble	1	
18	38.54	49.7	44.1	29.259	east	east	1	var'ble	2	.41
19	48.59	52.3	50.49	28.949	s e	s e	1	cloudy	0	1.28
20	42.55	46.5	44.5	29.332	s w	s w	2	var'ble	4	
21	35.52	45.3	40.4	29.234	west	west	2	var'ble	1	.07
22	41.46	42.7	42.08	29.058	north	north	1	cloudy	0	
23	32.45	36.2	34.3	29.461	n w	n w	2	var'ble	5	
24	27.37	32.7	29.5	29.541	do	n w	1	cloudy	0	
25	31.43	35.0	33.2	29.523	n e	n e	1	fair	9	
26	27.49	36.5	32.0	29.410	west	west	1	fair	9	
27	26.47	37.0	31.7	29.383	do	west	2	fair	9	
28	38.60	46.5	42.5	29.095	do	west	3	var'ble	5	
29	26.37	29.5	27.9	29.249	n w	n w	3	clear	10	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—		
Least height of Thermometer,	17 deg.	
Greatest height of do	60	
Monthly range of do	43	
Least daily variation of do	5	
Greatest daily variation of do	27	
Mean temperature of month,	36.92	
do do at sunrise,	31.39	
do do at 2 P. M.	44.58	
Coldest day, Feb. 5th.		
Mean temperature of coldest day,	22.2	
Warmest day, Feb. 19th.		
Mean temp. of warmest day,	52.3	
Minimum height of Barometer,	28.815 inches	
Maximum do	29.640 do	
Range of do	.822 do	
Mean height of do	29.2678 do	
No. of days of rain and snow, 8.		
Perpendicular depth of rain and melted snow, 3.01 inches.		
Perpendicular depth of unmelted snow, inches.		

WEATHER.—Clear and fair, 9 days; variable, 13 days—cloudy, 7 days.
WIND.—N. 3 days; N. E. 4 days; E. 3 days; S. E. 1 day; S. W. 2 days; W. 12 days; N. W. 3 days.
MEMORANDA.—1st, and 2d, clear and fair; 3d, hazy; very windy night; 4th, variable and stormy, spitting snow; 5th, very damp—spit snow 9 to 10 P. M.; 8th, spit snow 9 to 9 1/2; spitting snow—daylight windy; 6th, cloudy, windy; 7th,

A. M.; 9th, beautiful, clear day; 10th, pleasant and fair; 11th, morning fair—P. M. variable and raw; 12th, cold and clear; 13th, A. M. variable—P. M. hazy and fair; 14th, A. M. very wet—ceased raining 2 P. M.; 15th, nearly cloudy—drizzling 9 P. M.; 16th, 17th, very gloomy days; 18th, variable—rain latter part of night; 19th, wet and gloomy—heavy thunder and lightning 11 to 12 midnight; 20th, variable and spring like; 21st, nearly cloudy—drizzled a little in the night; 22d, cloudy and gloomy; 23d to 28th, pleasant weather; 28th and 29th, pleasant, except windy.

OBSERVATIONS.—The mean temperature of the month of February, as deduced from the observations of fourteen years, is 33.42 deg.; hence, this month the present year has been about three and a half degrees warmer than the average.

The mean amount of rain for the same period is about 3 inches, being nearly the same as the amount this year.

With the exception of the want of snow, the weather has been favorable to the kinds of grain usually sown in the Fall; and in this respect presents a remarkable contrast with the weather of the same month in 1847.

WINTER OF 1846-7.—By Winter, in Meteorology, is meant the period commencing with the first day of December, and terminating with the last day of February. The mean temperature of this period, as deduced from the observations of thirteen years, is 35.62 deg. The mean temperature of the past winter is 35.98 deg., or about 2 and 36 hundredths higher than the average, and is very nearly the same temperature as the winter of 1846-7.

The amount of rain and melted snow for the winter is fifteen and a half inches, or about one third more than the average.

The first Winter month was remarkable for an unusual amount of rain and snow. During the other two, the weather was generally more mild and pleasant than usual.

In the last thirteen years, there have been four mild winters, viz: 1841-2, 1844-5, 1846-7, and 1847-8; the last of these, however, presents a less deviation from the average temperature than either of the first or second, and does not exhibit any remarkable anomaly.

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Dr. Humphery was once seated in a stage coach, when a gentleman and lady, on their bridal tour, wished to be accommodated with seats inside. There being one vacant seat, the newly married pair were subject to a separation, unless some passenger relinquished his place. This no one appeared to do, when the Dr. mounted the outside, insisting upon the gentleman occupying his seat with his bride. Subsequently, the Dr. was collecting funds for the College over which he presided, and was presented with a handsome donation from the stranger he had met in the stage coach, with the remark that he knew nothing of Dr. Humphrey, or Amherst College, save that its President was a "gentleman."

Color of the Stars.

Some undefined circumstances in the constitution of the celestial bodies produces the effect of their exhibiting not only a different degree, but a different kind of lustre. Their light is by no means uniform. The ray of Sirius differs not merely in intensity, but in kind from that of Vega; that is perceptible in this country, but is those favored regions where the atmosphere is more pure—where less of humidity and haze exists—the difference is striking, even to the naked eye, "one star differing from another in glory." One star shines as an emerald, while another glows as a ruby, adorning the winter's sky with a rich variety of sparkling gems, differing not more in size than they do in hue or brilliancy!

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